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ABSTRACT

Drawing from literature and research conducted at Prince George's Community College (PGCC), this report discusses student retention in community colleges in the U.S.; outlines retention indicators and strategies; and presents a summary of findings from PGCC's retention studies. After a brief overview of the challenge of student retention in the community colleges, the report assesses the weight of academic variables, college environment, financial factors, and motivational, demographic, and personality variables associated with student attrition. Next, the report summarizes findings from PGCC's studies of term-to-term retention, within-term attrition, and course pass rates. A series of student retention strategies developed at PGCC are then outlined, including the creation of a retention task force, the development of an orientation course for students, more control of student advisement services for probationary students, a retention workshop for faculty and administrators, and the provision of academic credit for developmental courses. Then, brief recommendations to help improve the prospects of student success in key courses are presented. Finally, recommendations are provided for facilitating student achievement through computer-assisted screening and advisement procedures. The bulk of the report consists of data tables on student retention and pass and withdrawal rates at PGCC. (HB)

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COMMUNITY COLLEGE RETENTION RESEARCH

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The Retention Challenge

The retention challenge facing community colleges as they enter the 1980's differs from that of four-year institutions and from their own past. The mission of the community college has changed. No longer primarily "half" of a four-year school, community colleges now serve many students with educational goals other than graduation and transfer. Stabilizing enrollments and projected declines in sources of new students (such as high school graduates) have made efforts to retain current students more important. Studies suggest that it is less expensive to retain students than to recruit new ones. But vague statements about retention philosophies must be replaced with specific, operational tactics if attrition is to be dealt with effectively.

Community colleges share several traits that differentiate them from 4-year institutions, and make the retention challenge different. That the Associates is the highest degree offered may lead some students, whose goal is the Bachelors degree, to leave before completion of their program in order to have more experience at the four-year school. The community college frequently offers more vocational-technical programs, in which students may gain employment skills sufficient to meet their career objectives without the need to earn a credential. As many as half may not have the Associates degree as their goal when they enter.

Community colleges typically have high percentages of older, part-time students. Many are employed full-time, attending class in the evening. Their level of involvement in campus activities often is less than that of full-time day students. As a result their commitment to the institution may be less. Family and job demands may take priority and cause at least a temporary discontinuation of studies.

The factors that affect retention and attrition vary across institutions. This suggests each college should conduct its own retention studies. Noel, in *Reducing the Dropout Rate*, stresses the value of local retention-related data:

> *What works for one campus may be inappropriate for another... Specific recruitment and retention problems and their solutions are unique for each postsecondary campus.*

Findings from retention research should be incorporated into college marketing efforts. Continuing students constitute from half to four-fifths of total enrollment at most institutions. Thus the largest source of students for the coming term are those already enrolled. This suggests a *product* emphasis. The most effective retention strategy is to produce a quality product. Systematic, in-depth program evaluations are a key component of the retention research effort.

STUDENT RETENTION AND ATTRITION

TYPICAL PROGRESSION OF ENTERING STUDENTS AT U.S. COLLEGES AND UNIVERSITIES

40% PERSIST AND GRADUATE FROM INITIAL INSTITUTION

10% GRADUATE FROM INITIAL INSTITUTION AFTER AN INTERRUPTION IN STUDY

20% RE-ENROLL AT A DIFFERENT INSTITUTION AND GRADUATE

20% RE-ENROLL AT A DIFFERENT INSTITUTION BUT DO NOT GRADUATE

10% DROP OUT AND NEVER RETURN TO ANY INSTITUTION

FACTORS ASSOCIATED WITH ATTRITION
AT U.S. COLLEGES AND UNIVERSITIES

ACADEMIC VARIABLES	The most significant single predictors of attrition; can account for half of the variance. More effective in predicting achievement than attrition.
High school rank, GPA	Best predictors we have of initial college attrition.
Scholastic aptitude	Aptitude tests are better predictors of *how well* students will do in college than of likelihood they will drop out or persist.
First semester college grades	Accurate predictor of attrition when grades are low; high grades do not guarantee persistence.
Study habits	Those who spent more time studying during high school senior year tend to persist in college.
COLLEGE ENVIRONMENT	May play significant role in determining persistence and withdrawal of enrolling students. The closer the social and academic milieu of the institution match student needs and goals, the more likely they are to remain. This "college fit" model implies that institutions need to tailor their image, offerings, and scheduling to meet the needs of their student market.
Class size	Relationship unclear, though some evidence that larger universities have a higher rate of early dropouts. Transfers from universities usually go to smaller institutions.
Housing	Students living off-campus are more likely to drop out than those living on campus.
Student-faculty relationships	Positive interactions with faculty enhance learning and persistence.
Extracurricular activities	Evidence to date shows no relationship with attrition.
FINANCIAL FACTORS	Though students rank finances high in their reasons for dropping out, research suggests such withdrawals are usually temporary.
Financial Aid	Receiving financial aid may promote persistence primarily due to psychological rather than economic benefits. This suggests that colleges

	might profit by assisting more students even if smaller grants are required.
Employment	Students working more than 15 hours per week have greater chance of withdrawing; working less than 15 hours per week does not adversely affect academic performance.
MOTIVATIONAL VARIABLES	Difficult to assess due to problems with measurement techniques, probably not as prominent as originally believed.
Level of commitment	Those with low expectations/aspirations more likely to drop out.
Vocational goals	Studies suggest that a strong occupational goal, when congruent with orientation of the college, can contribute to persistence.
Educational goals	Students undecided about curriculum major, or in General Studies more likely to discontinue than those with specific curriculum choice.
Parental influence	Mediated by quality of the relationship; good rapport with supportive parents can aid persistence.
Peer-group values	Probably an important external influence on most college students.
DEMOGRAPHIC VARIABLES	Most have no bearing on student persistence.
Socio-economic status	Most SES variables are not significant when student's high school GPA is controlled. Parental occupation and family income are not direct factors in attrition.
Level of parental education	Most significant demographic variable, but not primary factor in attrition.
Age	Little or no relationship.
Sex	No significant differences in overall attrition rates of men and women.
Ethnicity	No significant relationship when academic background controlled for.
Size and type of high school	Relationships insignificant except for size of graduating class; if very small, student may have greater tendency to drop out.

PERSONALITY VARIABLES	Relationship with attrition unclear due to methodological problems; some indication that persisters score higher on socialization, responsibility, and conformity scales; of questionable utility.

CONCLUSION: Attrition results from a complex interplay among a multitude of variables; attempts to isolate single causal factors are futile.

SOURCE: *Office of Institutional Research.* Much of the above is derived from Pantages and Creedon, *Studies of College Attrition: 1950-1975,* Review of Educational Research, Winter 1978, 49-101.

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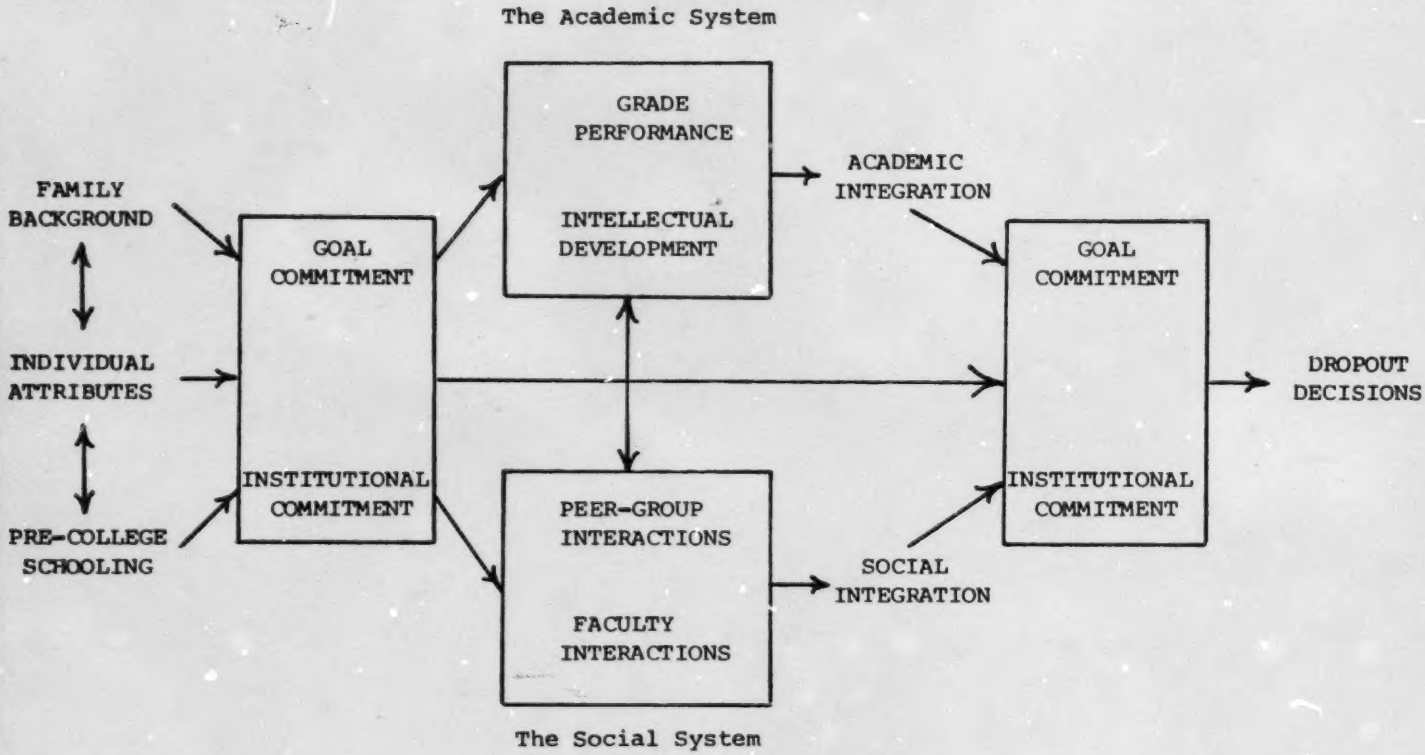

SOURCE: Vincent Tinto, "Dropouts from Higher Education: A Theoretical Synthesis of Recent Research," Review of Educational Research, 1975, 45, p. 95.

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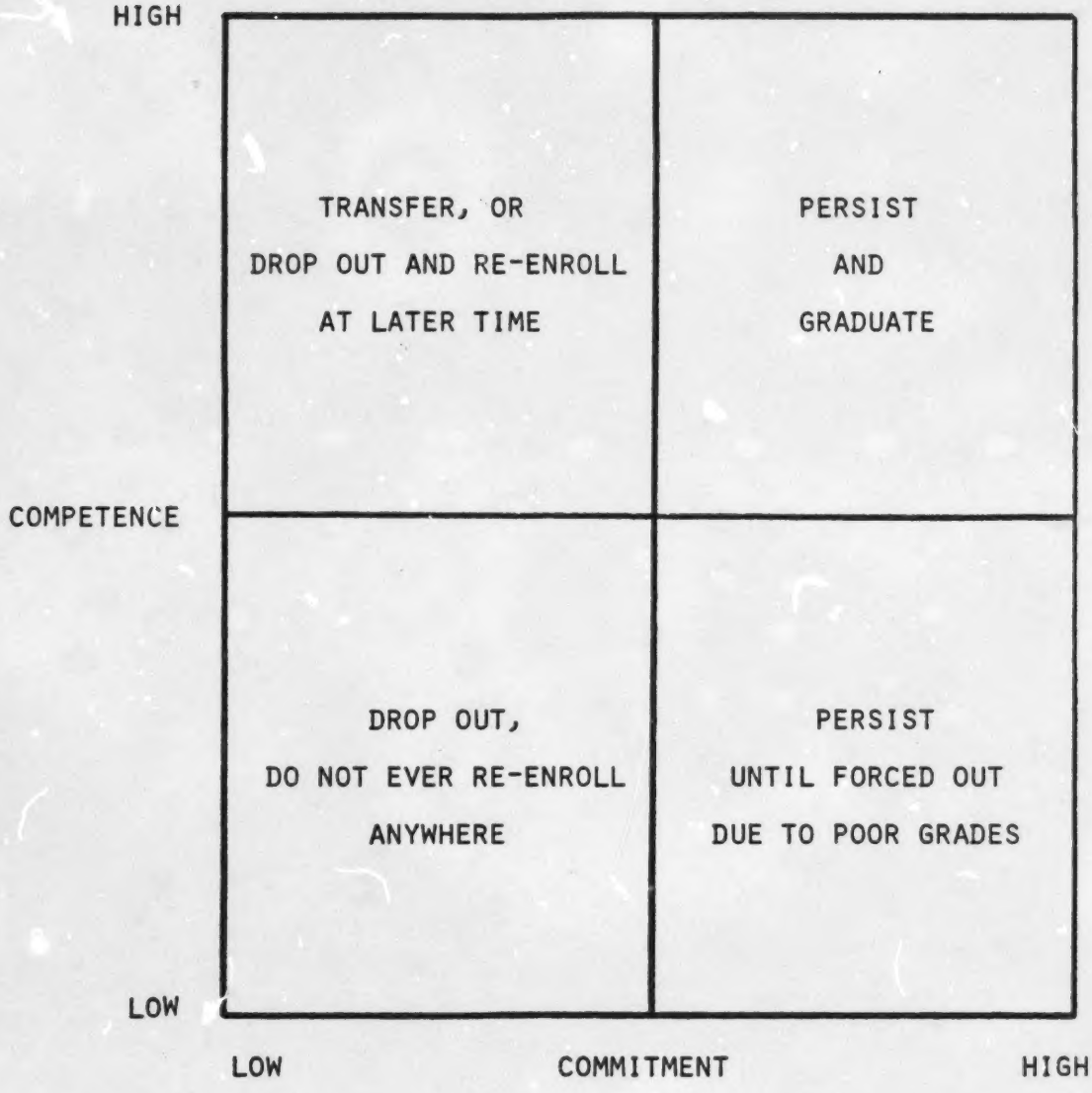
STUDENT RETENTION AND ATTRITION

ACADEMIC COMPETENCE AND COMMITMENT TO THE COLLEGE



SOURCE: Office of Institutional Research, based on Hackman & Dysinger, "Commitment to College as a Factor in Student Attrition," Sociology of Education, 1970, 43, 311-324.

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RETENTION INDICATORS

Term-to-term Retention Rate	Percent of students enrolled in a given semester who continue their studies the following semester.
Within-term Attrition Rate	Percent of initial enrollees who withdraw during a given semester. Can be caculated for the college or for individual courses.
Course Pass Rate	Percent of students initially enrolling in a course who successfully complete it. Includes grades A, B, C, D, Pass, Towards Passing and Audit. Excludes failures, withdrawals, and incompletions.

PRINCE GEORGE'S COMMUNITY COLLEGE

Summary of Findings: Term-to-term Retention

Studies to date have produced the following insights into term-to-term retention at Prince George's Community College:

1. Overall, two of every three students enrolled in the fall return for classes the following spring. Among those students who have not selected a major field, only two of five return. Students in career programs are more likely to return than those in transfer curricula.

2. Highly structured sequential programs in Health Technology have the highest retention rates, above ninety percent.

3. A fourth of the students entering PGCC in any given term will still be attending the community college three and a half years later.

4. Surveys suggest that the major reasons for not continuing at the community college are transfer to a four-year school, conflict with employment demands, and achievement of educational goals.

5. Spring-to-fall retention rates have ranged from 56 to 61 percent in recent years. However, if you subtract out graduates, spring-to-fall retention rates reach 65 percent, close to the fall-to-spring figures.

6. Students who attend college activities and lead student groups are more likely to return than other students.

Summary of Findings: Within-term Attrition

1. Twelve to fourteen percent of all course enrollees withdraw before the end of the semester. Most courses are dropped after the eighth week of class. Courses in science, mathematics, and office administration have had course attrition rates above the college average.

2. Most students withdrawing from the college give work conflict and academic difficulty as reasons.

PRINCE GEORGE'S COMMUNITY COLLEGE

Summary of Findings: Course Pass Rates

Seven of every ten students enrolling in a class successfully complete it. While this overall pattern has been stable for years, there have been consistent differences in pass rates according to subject matter, course level, instructional mode, location, and student characteristics:

Subject matter	Health technology and physical education courses have maintained pass rates 10 to 20 points above the college average, while math, science, and developmental courses have consistently had low pass rates.
Course level	Introductory courses tend to have lower pass rates than other courses in the same subject.
Mode of Instruction	Eight-week courses, and those taught by the audio-tutorial method, have had pass rates above the college average. Telecredit and courses taught by the Personalized System of Instruction have had pass rates below the college average. Although most classes taught by individualized instruction tend to have lower pass rates than the same courses taught in the traditional lecture format, they have also had a higher percentage of students earning an A grade.
Location	Classes held off-campus tend to have higher pass rates than on-campus sections in the same discipline.
Student characteristics	Females, students over 25 years of age, whites, and continuing students have had pass rates above the college average. Males, students in their early twenties, blacks, and new students have had pass rates below the college average.

STUDENT RETENTION STRATEGIES

1. The Classified Staff has a great deal of direct contact with students and certainly has an influence on student recruitment and retention. While individual offices offer specific training for their unique circumstances, "common" information is needed by all classified employees, regardless of grade, office, or division. A program is needed which will enable the Classified Staff to provide better information and services to new and enrolled students. The Personnel Officer, in cooperation with the Classified Staff Organization, should develop and implement an Orientation program for all full- and part-time Classified Staff members on a regular basis.

2. Conflict between job and studies has consistently been the number one reason listed for students formally withdrawing from the College. A student profile is needed to identify these students and determine if there are implications for future retention strategies. The Director of Extension Centers and Special Programs should develop and administer a questionnaire through the Counseling area to students who list conflict between job and studies as their primary reason for leaving the College. Retention recommendations should be developed based on the questionnaire results.

3. Two-thirds of the students who transfer to four-year colleges leave P.G.C.C. before completion of their programs. Many students in career fields, such as Secretarial and Data Processing, discontinue their programs upon finding employment. There is a need to provide information which will encourage students to complete their programs. The Dean of Student Affairs should develop a system which will automatically send a letter to all students when they complete 30 credits pointing out the advantages of finishing their program at P.G.C.C. (credential, small class size, low cost).

4. Many students find out, after the drop/add period has ended, that they need to withdraw from a credit English or Math class and add a developmental course for review or skill building. Lack of space in these courses often prevents a student from entering the needed developmental course. There is a need to make "dropping back" into a developmental course after the first week of classes a simple and readily available option. The Dean of Arts and Sciences, in cooperation with the Associate Dean of Instructional Development, should reserve spaces and/or open sections in developmental courses for students who need to "drop back" into these courses from credit courses.

5. Students frequently complain about the difficulty they encounter during add/drop week. They complain about waiting in long lines only to discover, when they reach the terminal, that the course they want to add is full or has been dropped. In order to assist student with the add/drop procedure, the Registrar should provide an add/drop assistant who will provide information about section and course availability to students waiting in line to add and/or drop a course.

6. Students whose courses are cancelled for lack of sufficient enrollment may not receive notification until they arrive for class. This impersonal and/or belated notification procedure often frustrates and alienates students. Studies indicate that such students do not add a substitute course when a class is cancelled. Although the Extension Centers, as well as several academic departments, already notify such students by telephone, the policy should be college-wide. The Office of Student Affairs, in cooperation with Academic Departments which do not notify students by telephone, should implement a telephone notification system for students whose classes are cut within 48 hours of cancellation during the week before and after the beginning of each semester.

7. Faculty members and surveyed students have expressed a need for and an interest in the development of a college-wide honors program. A feasibility study, completed June, 1980, outlined the specifics of this College's interest; it likewise attempted to address the market within the community that would be served by this program. The results of this study indicated support for an honors program which could increase recruitment and retention of high achievement students. The Dean of Arts and Sciences, through a delegated faculty member and committee, should devise an honors program consistent with the profiled needs/wants of county residents, the University of Maryland's parallel program, and programs already under way in Maryland community colleges.

8. Students withdraw or fail different courses for different reasons. Several Academic Departments (Chemistry, Accounting, Theatre) have conducted studies which have determined reasons for low pass rates and recommended strategies which address those reasons. These Departments are engaged in the process of implementing selected retention strategies. Other Academic Departments could benefit from the same process. Academic Departments, in cooperation with the Office of Institutional Research, should conduct voluntary studies similar to the models produced by Chemistry, Accounting, and Theatre in an effort to develop retention strategies targeted to the special needs of students within academic areas.

9. Research indicates that a commitment to an educational or occupational goal enhances persistence. Students lacking a declared curriculum major have the lowest term-to-term retention rate at P.G.C.C. (an estimated 37% of Fall 1980 undeclared major students returned in Spring). There is a need to reduce the number of undeclared majors to only those with short term, specific goals and help those who are undecided or confused to make realistic educational decisions. The Dean of Student Affairs should advise undeclared students of the services available to assist in the career decision-making process, via a targeted mailing to their homes.

10. Concern of the issue of student retention does not end with the submission of the Marketing Task Force Report to the President. The development and evaluation of retention strategies must be an on-going process rather than the effort of a specially-created but short-lived subcommittee. In order to insure the maintenance of quality and student-centered retention strategies, the President should appoint and charge a 1981-82 Student Retention Task Force consisting of members of the faculty, administration, classified staff, and student body.

11. Many students need low cost, efficient, and accessible transportation to the College. The need for such services has been conveyed frequently to personnel in the Admissions Office from telephone and in-person conversations with prospective students and staff. The Institutional Research Office and the Office of Student Affairs should conduct a study to determine the feasibility of providing shuttle bus service for students attending the College from Metro and/or centralized community centers.

12. Prospective students are often unfamiliar with the College and its curricula and encounter difficulty filling out the application forms. As a result, they may provide incorrect or incomplete information which adversely affects their progress through the College. The Admissions Office should provide an admissions assistant or assistants to help applicants fill out forms, make CGP appointments, and understand the entire procedure for registration.

13. A college-wide faculty survey (1978) ranked "study skills assistance" second on a list of ten items recommended to increase student success. National research indicates that study skills and orientation assistance raises GPA and improves retention. Other area colleges (Northern Virginia, University of Maryland, Montgomery College) offer one-credit college orientation courses which focus on study skills assistance. The Associate Dean of Instructional Development, in cooperation with an appointed college-wide faculty committee, should develop a one-credit College Orientation course to be submitted to the Curriculum Committee by November, 1981.

14. Probation students need better advisement concerning problems affecting their success in courses as measured by grade point average. Many probationary students enroll for inappropriate courses because they fail to seek the advice of counselors. Better advisement and placement of such students could improve student success. The Counseling area should develop and implement stronger and more controlled student advisement services for probationary students.

15. National research indicates that student attrition is most likely to occur during a new student's first semester. Given the wide diversity of new students entering P.G.C.C. each year, the general student orientation meeting may not be responsive to the unique needs and concerns of special student groups (international, handicapped, returning women, developmental, etc.). An orientation program is needed to help such students better adapt to the demands of the first few weeks of the semester. The Director of College Activities should develop a survival-oriented Orientation Program with special sessions designed to assist targeted student groups.

16. Students enrolled in certain curricula (Accounting, Business Management, Nursing, Recreation) often lose credit when they decide to transfer to four-year programs. Others take courses out of sequence; not appropriate to their educational goals. Misdirected effort and ill will toward PGCC result when students do not understand which courses are not transferable or applicable to their curriculum. The Registration Office, in cooperation with Academic Departments, should send a letter to students in Accounting, Business Management, Nursing, and Recreation, during their first semester of enrollment in these curricula, informing them of the career orientation and non-acceptance of some credits by transfer institutions.

17. Retention materials and strategies have been recommended at PGCC in recent years. An assessment is needed to determine if the recommended strategies have had an impact on student retention. Such an assessment can also promote college-wide awareness and support of subsequent retention efforts. The Office of Extension Centers and Special Programs should develop a retention workshop for faculty and administrators as part of the 1981 Fall Orientation Program.

18. Students in need of developmental courses often resist advice to take such courses because they receive no credit. Such students may eventually register for as many as nine hours of course work without receiving any credit. An alternative option is needed which can provide some academic credit and also enhance the self-esteem of developmental students. The Dean of Arts and Sciences, with the assistance of the Associate Deans of Instructional Development, Humanities and Social Science, should develop a two-hour block schedule through which social science and humanities courses are linked with developmental English and Reading courses.

19. Imbalanced distribution of available seats/sections of courses throughout the registration period is a problem. This leads to a lack of some "necessary" courses in the morning, afternoon or evening hours. As a result, some students who have been accepted do not register at all because they cannot get a key class at a desired hour. A better scheduling system is needed in order to retain students who are admitted but are unable to register for desired classes. The Academic Deans and the Registrar should develop an initial class schedule for each semester utilizing only 75-80% of available classrooms at each hour. Additions to the schedule should be made as the "computer" indicates sufficient demand for a course.

DEPARTMENTAL STRATEGIES

Many Accounting 103 students discover, after the semester has begun, that they cannot satisfactorily complete the required work. More sections of Accounting 100 are needed to accommodate the students who need to "drop back" during the first five weeks of class. In Fall, 1980, three of four sections reached capacity before the deadline for student transfer. Three sections, which probably would have made, were cut before the semester began. Many students who needed to transfer were unable to do so because classes were filled or cut. Because Accounting 100 is designed to give students a better chance of succeeding, the Dean of Technical and Career Education, on a two-semester experimental basis, should leave all offered sections of Accounting 100 open even if enrollment is low on the class-cut date.

Many Chemistry 101 students discover, after the drop and add period has ended, that they need to withdraw from Chemistry 101 and add Chemistry 10A/B for review and/or skill building. A system is needed which enables students to "drop-back" into Chemistry 10A/B during the first few weeks of the semester. The Dean of Students in cooperation with the Dean of Arts and Sciences and the Associate Dean of Science and Math should schedule a Chemistry 10A class to start four weeks after the semester begins giving students who withdraw from Chemistry 101 the opportunity to continue chemistry study at the appropriate level.

Students sometimes enroll for more coursework than they can handle. Attrition studies in Chemistry and Accounting found that students were unaware of the amount of time such courses demand outside of class. Exit interviews with counselors suggest that work conflict is a major reason for withdrawal from College. Students need to be informed about the amount of outside time required in such courses. The Accounting and Chemistry Departments should add to Departmental syllabi for Introductory Accounting and Chemistry information about the amount of out-of-class preparation time needed vis-a-vis employment schedules and leisure/family activities.

Facilitating Achievement through Communications Technology

Phase III Recommendations

Problem Identified:	Proposed Intervention:
Students enroll in courses for which they are not prepared.	Computerized screening for prerequisites/mandatory advisement for selected introductory courses. Registrations terminals flash "Needs Departmental Approval"; students must present admit card signed by faculty advisor.
Students take more coursework than they can handle.	Beginning-of-semester letter sent to those enrolling in more than 12 credits, Introductory Chemistry and Accounting students, informing them that they have selected a rigorous program demanding much time and effort. Suggest they consider out-of-class preparation time needed vis-a-vis employment schedules and leisure activities.
Students take courses out of sequence/ not appropriate to their educational goals.	Letter sent during first semester to students enrolled in curricula with possible career/transfer confusion (Business Management/Administration, Accounting, Recreation, Nursing).
Students fail to attend courses for which they are registered.	Non-attendance letters initiated by faculty.
Students are unaware of the support services that are available.	Postcard sent on behalf of departmental tutors, etc.
Students are not committed to an educational or occupational goal.	Advise General Studies and Undeclared students of services available to assist decision-making process.
Students leave the College prior to completing their program.	Send letter to students when they reach 30 credits pointing out advantages of finishing at PGCC (credential, small class size, low cost). Target Secretarial and Data Processing students initially.
Students often need career guidance upon leaving the College.	Communicate availability of career planning services for students nearing completion of career program, including the Career Development Center and Cooperative Education.
Students often need assistance in transferring to a four year institution.	Provide accurate, up-to-date transfer information to students enrolled in transfer curricula as they approach completion of their community college program.

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Table 1

PRINCE GEORGE'S COMMUNITY COLLEGE

Sources of Students, Fall 1979-82

	Fall 1979	Fall 1980	Fall 1981	Fall 1982
Continuing at PGCC	8,945	8,644	9,479	10,204
Returning from previous term	7,494	7,264	8,022	8,540
Readmits	1,451	1,380	1,457	1,664
First-time Students	3,348	3,883	3,938	3,959
Direct from high school	1,948	1,816	2,078	2,171
Not direct from high school	1,400	2,067	1,860	1,788
Transfers	1,184	1,220	1,240	1,191
TOTAL	13,477	13,747	14,657	15,354

SOURCE: Office of Research and Analysis, based on STU 276 and STU 272.

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Table 2

PRINCE GEORGE'S COMMUNITY COLLEGE

Sources of Students, Spring 1979-82

	Spring 1979	Spring 1980	Spring 1981	Spring 1982
Continuing at PGCC	10,488	10,255	10,507	11,075
Returning from previous term	9,030	9,080	9,226	9,940
Readmits	1,458	1,175	1,281	1,135
First-time Students	1,775	1,777	1,908	1,948
Transfers	876	878	938	1,069
TOTAL	13,139	12,910	13,353	14,092

SOURCE: Office of Research and Analysis, based on Systems and Programming report STU 276.

10/7/82

Table 3

PRINCE GEORGE'S COMMUNITY COLLEGE

Fall-to-Spring Retention Rates, Fall 1971-Spring 1982

Academic Year	Fall Semester Headcount	Returned Following Spring Semester	Percent Continuing
1981-82	14,657	9,940	68%
1980-81	13,747	9,226	67%
1979-80	13,477	9,080	67%
1978-79	13,828	9,030	65%
1977-78	13,754	8,975	65%
1976-77	11,915	7,789	65%
1975-76	11,430	7,688	67%
1974-75	9,725	6,638	68%
1973-74	9,258	6,235	67%
1972-73	7,888	5,207	66%
1971-72	7,180	4,687	65%

SOURCE: Office of Research and Analysis, based on third week STU 276.

3/25/82

Table 4

PRINCE GEORGE'S COMMUNITY COLLEGE

Estimated Fall to Spring Retention Rates,
by Program Type, 1980-82

	Fall 80-Spring 81	Fall 81-Spring 82
CAREER PROGRAMS	78%	76%
Health Technology	90%	94%
Nursing	89%	100%
Allied Health	92%	86%
Business and Social Services Technology	78%	76%
Public and Social Services	80%	79%
Marketing Management/Real Estate	85%	79%
Accounting	71%	76%
Business Management	83%	75%
Office Administration	72%	70%
Computer and Engineering Technology	79%	74%
Computer Technology	81%	74%
Engineering Technology	72%	74%
TRANSFER PROGRAMS	71%	71%
Arts and Sciences	71%	76%
Education	72%	73%
Business Administration	71%	72%
General Studies	72%	68%
UNDECLARED MAJOR	37%	43%
COLLEGE-WIDE	67%	68%

SOURCE: Office of Research and Analysis. Figures reflect the percentage of fall students enrolled in each program area as of the third week of the following spring semester. Since some students may have changed majors between fall and spring registration, the above figures are estimates only.

Table 5

PRINCE GEORGE'S COMMUNITY COLLEGE

Estimated Fall 1981 Students Continuing in Spring 1982, by Curriculum

Curriculum	Enrolled Fall 1981	Estimated Continuing Spring 1982	Estimated Percent Continuing
CAREER CURRICULA	6,017	4,558	76%
Health Technology	485	454	94%
Nursing	*266*	*266*	*100%*
X-ray Technician	*32*	*30*	*94%*
Respiratory Therapy	*52*	*48*	*92%*
Nuclear Medicine Technician	*30*	*27*	*90%*
Medical Lab Technician	*34*	*30*	*88%*
Medical Records Technician	*37*	*30*	*81%*
Dental Assistant	*34*	*23*	*68%*
Business and Social Services Technology	2,646	2,008	76%
Public and Social Services	518	411	79%
Security Management	*21*	*20*	*95%*
Day Care Certificate	*14*	*12*	*86%*
Correctional Services	*59*	*49*	*83%*
Law Enforcement	*332*	*259*	*78%*
Child Care Assistant	*82*	*64*	*78%*
Security Management Certificate	*8*	*6*	*75%*
Fire Science	*2*	*1*	*50%*
Marketing Management/Real Estate	209	165	79%
Marketing Management	*129*	*114*	*88%*
Real Estate	*53*	*36*	*68%*
Real Estate Certificate	*27*	*15*	*56%*
Accounting	696	532	76%
Accounting	*622*	*481*	*77%*
Accounting Certificate	*74*	*51*	*69%*
Business Management	960	717	75%
Secretarial Science	263	183	70%
General Secretarial	*72*	*61*	*85%*
Clerk-Typist Certificate	*17*	*14*	*82%*
Legal Secretarial	*59*	*41*	*69%*
Medical Secretarial	*42*	*29*	*69%*
Executive Secretarial	*45*	*28*	*62%*
Secretarial Certificate	*28*	*10*	*36%*

Table 5

PRINCE GEORGE'S COMMUNITY COLLEGE

Estimated Fall 1981 Students Continuing in Spring 1982, by Curriculum

(Continued)

	Enrolled Fall 1981	Estimated Continuing Spring 1982	Estimated Percent Continuing
Computer and Engineering Technology	2,285	1,689	74%
Computer Technology	1,717	1,266	74%
Computer Management	*138*	*109*	*79%*
Business Computer Programming	*603*	*473*	*78%*
Computer Science	*593*	*449*	*76%*
Computer Programming Certificate	*263*	*162*	*62%*
Computer Operator Certificate	*120*	*73*	*61%*
Engineering Technology	568	423	74%
Mechanical Engineering Technology	*85*	*65*	*76%*
Drafting Technology	*63*	*48*	*76%*
Electronics Engineering Technology	*355*	*265*	*75%*
Civil Engineering Technology	*39*	*28*	*72%*
Industrial Engineering Technology	*23*	*16*	*70%*
Residential Construction Certificate	*3*	*1*	*33%*
Health Petitioners	601	407	68%
	6,012	4,257	71%
TRANSFER CURRICULA			
Arts and Sciences	1,130	858	76%
American Studies	*6*	*6*	*100%*
Arts and Sciences	*303*	*243*	*80%*
Recreation	*47*	*37*	*79%*
Engineering	*436*	*329*	*75%*
Art	*228*	*172*	*75%*
Urban/Environmental Studies	*21*	*15*	*71%*
Music	*89*	*56*	*63%*
Education	372	272	73%
Secretarial Education	*24*	*21*	*88%*
Secondary Education	*47*	*38*	*81%*
Elementary Education	*132*	*106*	*80%*
Industrial Arts Education	*9*	*7*	*78%*
Physical Education	*36*	*25*	*69%*
Health Education	*44*	*30*	*68%*
General Business Education	*80*	*45*	*56%*

Table 5

PRINCE GEORGE'S COMMUNITY COLLEGE

Estimated Fall 1981 Students Continuing in Spring 1982,
by Curriculum

(Continued)

	Enrolled Fall 1981	Estimated Continuing Spring 1982	Estimated Percent Continuing
Business Administration	1,285	931	72%
General Studies	3,225	2,196	68%
UNDECLARED MAJOR	2,628	1,125	43%
COLLEGE TOTAL	14,657	9,940	68%

SOURCE: Systems and Programming report STU 276. Continuing spring figures reflect students identified in each curriculum as of 2/9/82 who attended PGCC in Fall 1981. Since some students may have changed curriculums after the third week of the fall semester, the numbers continuing in each curriculum are estimates only.

Table 6

PRINCE GEORGE'S COMMUNITY COLLEGE

Most Important Reason for Discontinuation Given by Fall 1978 Entrants
Who Left PGCC Before Graduating

	Number	Percent
Transferred to another institution	80	21%
Scheduling conflict between job and studies	75	20%
Achieved educational goal	65	17%
Personal/marriage	49	13%
Courses not available	30	8%
Financial aid not sufficient	22	6%
Unsure about my choice of major	21	6%
Changed educational goal	13	3%
Dissatisfied with quality of teaching	11	3%
Course difficulty/low grades	5	1%
Dissatisfied with program	5	1%
Joined the military	4	1%
TOTAL	380	100%

SOURCE: Office of Research and Analysis, based on responses to a follow-up survey conducted in March 1982. At the time of the survey, three and a half years after entry, a fourth of the respondents were still attending PGCC. Ten percent of the respondents had earned the Associates degree.

10/8/82

Table 7

PRINCE GEORGE'S COMMUNITY COLLEGE

Estimated Spring-to-Fall Retention Rates, 1972-82

Year	Spring Semester Headcount	May Graduations	Potential Continuing Students	Continued Fall Semester	Estimated Percent Continuing
1982	14,092	1,049	13,043	8,540	65%
1981	13,353	988	12,365	8,022	65%
1980	12,910	1,067	11,843	7,264	61%
1979	13,139	1,054	12,085	7,494	62%
1978	13,219	1,005	12,214	7,497	61%
1977	11,830	943	10,887	7,345	67%
1976	11,444	913	10,531	6,028	57%
1975	10,256	890	9,366	5,612	60%
1974	8,944	807	8,137	4,660	57%
1973	7,625	651	6,974	4,226	61%
1972	7,069	528	6,541	3,608	55%

SOURCE: Research and Analysis, based on third week STU 276.

9/23/82

Table 8

PRINCE GEORGE'S COMMUNITY COLLEGE

Estimated Spring to Fall Retention Rates,
by Program Type, 1981-82

	Spring-Fall 1981	Spring-Fall 1982
CAREER PROGRAMS	79%	80%
Health Technology	94%	91%
Nursing	100%	94%
Allied Health	84%	85%
Business and Social Services Technology	81%	80%
Business Management	87%	93%
Marketing/Real Estate	84%	83%
Accounting	82%	76%
Office Administration	60%	72%
Public and Social Services	76%	69%
Computer and Engineering Technology	72%	75%
Computer Technology	73%	75%
Engineering Technology	71%	75%
TRANSFER PROGRAMS	65%	65%
Arts and Sciences	65%	68%
Business Administration	72%	67%
General Studies	61%	65%
Education	68%	56%
UNDECLARED MAJOR	37%	37%
COLLEGE-WIDE	65%	65%

SOURCE: Office of Research and Analysis. Figures reflect the percentage of spring students not graduating in May who enrolled in the fall.

Table 9

PRINCE GEORGE'S COMMUNITY COLLEGE

Estimated Spring 1982 Students Continuing in Fall 1982, by Curriculum

	Enrolled Spring 1982	Graduated May 1982	Potential Continuing Students	Estimated Continuing Fall 1982	Estimated Percent Continuing
CAREER CURRICULA	5,892	705	5,187	4,149	80%
Health Technology	1,046	152	894	815	91%
Nursing	692	90	602	567	94%
Allied Health	354	62	292	248	85%
Radiologic Technology	74	17	57	57	100%
Nuclear Medicine Technician	38	9	29	29	100%
Medical Records Technician	54	8	46	40	87%
Medical Lab Technician	73	10	63	50	79%
Respiratory Therapy	69	10	59	46	78%
Dental Assistant	44	6	38	26	68%
Mental Health	2	2	0	N.A.	N.A.
Business and Social Services Technology	2,524	398	2,126	1,710	80%
Business Management	872	166	706	654	93%
Marketing/Real Estate	216	37	179	149	83%
Marketing Management	143	26	117	117	100%
Real Estate	53	9	44	28	64%
Real Estate Certificate	20	2	18	4	22%
Accounting	681	92	589	445	76%
Certificate	71	16	55	45	82%
Degree	610	76	534	400	75%

Table 9 (Cont.)
Estimated Spring 1982 Students Continuing in Fall 1982, by Curriculum

	Enrolled Spring 1982	Graduated May 1982	Potential Continuing Students	Estimated Continuing Fall 1982	Estimated Percent Continuing
Office Administration	241	28	213	153	72%
Executive Secretarial	40	7	33	31	94%
Clerk Typist Certificate	16	1	15	11	73%
Secretarial Certificate	18	1	17	12	71%
Legal Secretarial	62	4	58	37	64%
Medical Secretarial	33	11	22	14	64%
General Secretarial	72	4	68	37	54%
Word Processing	N.A.	N.A.	N.A.	10	N.A.
Word Processing Certificate	N.A.	N.A.	N.A.	1	N.A.
Public and Social Services Technology	514	75	439	303	69%
Security Management	27	7	20	20	100%
Security Management Certificate	9	2	7	7	100%
Law Enforcement	330	45	285	193	68%
Correctional Services	54	7	47	31	66%
Day Care Certificate	17	2	15	9	60%
Child Care Assistant	75	10	65	37	57%
Para-Legal Services	N.A.	N.A.	N.A.	6	N.A.
Fire Science Technician	2	2	0	N.A.	N.A.
Hospitality Services Management	N.A.	N.A.	N.A.	6	N.A.
Degree	N.A.	N.A.	N.A.	3	N.A.
Hotel Management Certificate	N.A.	N.A.	N.A.	2	N.A.
Food Service Management Certificate	N.A.	N.A.	N.A.	1	N.A.
Computer and Engineering Technology	2,322	155	2,167	1,624	75%
Computer Technology	1,764	113	1,651	1,236	75%
Computer Science	634	27	607	440	72%
Business Computer Programming	597	45	552	415	75%
Programming Certificate	278	3	275	199	72%
Computer Management	142	18	124	106	85%
Operator Certificate	113	20	93	76	82%

Table 9 (Cont.)
Estimated Spring 1982 Students Continuing in Fall 1982, by Curriculum

	Enrolled Spring 1982	Graduated May 1982	Potential Continuing Students	Estimated Continuing Fall 1982	Estimated Percent Continuing
Engineering Technology	558	42	516	388	75%
Electronics Eng. Technology	348	29	319	259	81%
Mechanical Eng. Technology	86	5	81	53	65%
Drafting Technology	67	6	61	39	64%
Civil Eng. Technology	36	1	35	25	71%
Industrial Eng. Technology	18	1	17	12	71%
Residential Construction Cert.	3	0	3	0	0
TRANSFER CURRICULA	**5,523**	**344**	**5,179**	**3,388**	**65%**
Arts and Sciences	1,081	55	1,026	698	68%
Recreation	41	10	31	28	90%
Art	215	18	197	143	73%
Urban/Environmental Studies	20	3	17	12	71%
Engineering	424	6	418	292	70%
Arts and Sciences	306	15	291	184	63%
Music	64	3	61	35	57%
American Studies	11	0	11	4	36%
Business Administration	1,159	66	1,093	730	67%
General Studies	2,923	167	2,756	1,789	65%
Education	360	56	304	171	56%
Secondary Education	54	32	22	22	100%
Elementary Education	112	22	90	60	67%
Health Education	42	1	41	25	61%
Physical Education	36	1	35	21	60%
General Business Education	70	0	70	28	40%
Secretarial Education	36	0	36	12	33%
Industrial Arts Education	10	0	10	3	30%
UNDECLARED MAJORS	**2,677**	**0**	**2,677**	**1,003**	**37%**

Table 9 (Cont.)
Estimated Spring 1982 Students Continuing in Fall 1982, by Curriculum

	Enrolled Spring 1982	Graduated May 1982	Potential Continuing Students	Estimated Continuing Fall 1982	Estimated Percent Continuing
TOTAL	14,092	1,049	13,043	8,540	65%

SOURCE: Office of Research and Analysis, based on Systems and Programming report STU 276. Continuing fall figures reflect students identified in each curriculum as of 9/11/82 who attended PGCC in Spring 1982. Since some students have changed curricula after the third week of the spring semester, the numbers continuing in each curriculum are estimates only. Health Technology figures include petitioners.

Table 10

PRINCE GEORGE'S COMMUNITY COLLEGE

Fall-to-Spring Retention of College Activities Attenders,
1980-81 Academic Year

	Attended Fall 1980	Returned Spring 1981	Percent Continuing
Full-time	773	644	83%
Part-time	1,786	1,234	69%
TOTAL event attenders	2,559	1,878	73%

Fall-to-Spring Retention of Student Leaders,
1980-81

	Attended Fall 1980	Returned Spring 1981	Percent Continuing
Full-time	38	34	89%
Part-time	58	47	81%
TOTAL student leaders	96	81	84%

SOURCE: Systems and Programming report STB 010. Students attending College events and officers in student organizations identified by the College Activities Office.

10/13/81

Table 11

PRINCE GEORGE'S COMMUNITY COLLEGE

WITHIN-TERM ATTRITION

Total Course Withdrawals, Fall 1972-81

Fall	Initial Third Week Enrollment	Withdrawals				Final Enrollment	
		By 8th Week		Total			
		Number	Percent	Number	Percent	Number	Percent of Initial
1981	38,727	1,024	3%	5,085	13%	33,642	87%
1980	37,005	1,505	4%	5,158	14%	31,847	86%
1979	36,962	969	3%	5,145	14%	31,817	86%
1978	38,096	1,539	4%	5,108	13%	32,988	87%
1977	38,908	3,509	9%	4,736	12%	34,172	88%
1976	35,673	928	3%	4,182	12%	31,491	88%
1975	34,390	367	1%	3,193	9%	31,197	91%
1974	29,699	1,300	4%	2,330	8%	27,369	92%
1973	28,943	500	2%	4,305	15%	24,638	85%
1972	25,026	661	3%	4,128	16%	24,898	84%

SOURCE: Office of Research and Analysis, based on INR 031.

Table 12

PRINCE GEORGE'S COMMUNITY COLLEGE

Course Withdrawals by Divisions and Departments,
Fall 1981

	Third Week Enrollment	Final Enrollment	Number of Withdrawals	Withdrawal Rate
TECHNICAL AND CAREER EDUCATION	11,716	10,287	1,429	12%
Computer and Engineering Technology	3,243	2,763	480	15%
Computer Technology	*2,447*	*2,088*	*359*	*15%*
Engineering Technology	*796*	*675*	*121*	*15%*
Business and Social Services Technology	7,675	6,775	900	12%
Office Administration	*816*	*681*	*135*	*17%*
Business/Accounting	*6,014*	*5,290*	*724*	*12%*
Public and Social Services	*845*	*804*	*41*	*5%*
Health Technology	798	749	49	6%
Allied Health	*488*	*448*	*40*	*8%*
Nursing	*310*	*301*	*9*	*3%*
ARTS AND SCIENCES	27,011	23,355	3,656	14%
Science and Mathematics	6,822	5,421	1,401	21%
Chemistry	*726*	*536*	*190*	*26%*
Mathematics	*3,716*	*2,892*	*824*	*22%*
Physics	*279*	*224*	*55*	*20%*
Biology	*1,248*	*1,037*	*211*	*17%*
Engineering	*155*	*131*	*24*	*15%*
Physical Science	*698*	*601*	*97*	*14%*
English	4,470	3,843	627	14%
Composition	*2,885*	*2,464*	*421*	*15%*
Literature	*554*	*475*	*79*	*14%*
Career English	*1,031*	*904*	*127*	*12%*
Social Science	6,233	5,525	708	11%
Political Science/Geography	*783*	*669*	*114*	*15%*
History	*1,371*	*1,191*	*180*	*13%*
Economics	*1,366*	*1,215*	*151*	*11%*
Sociology/Anthropology	*833*	*745*	*88*	*11%*
Psychology	*1,880*	*1,705*	*175*	*9%*

Table 12

(continued)

	Third Week Enrollment	Final Enrollment	Number of Withdrawals	Withdrawal Rate
Developmental Studies	3,008	2,669	339	11%
Developmental Math	*1,116*	*972*	*144*	*13%*
Developmental English	*830*	*743*	*87*	*10%*
Developmental Reading	*711*	*637*	*74*	*10%*
Education/Career Planning	*351*	*317*	*34*	*10%*
Humanities	4,396	3,957	439	10%
Philosophy	*365*	*318*	*47*	*13%*
Speech/Drama	*1,868*	*1,690*	*178*	*10%*
Art	*893*	*802*	*91*	*10%*
Foreign Languages	*842*	*756*	*86*	*10%*
Music	*428*	*391*	*37*	*9%*
P.E., Health and Recreation	2,082	1,940	142	7%
COLLEGE TOTAL	38,727	33,642	5,085	13%

SOURCE: Office of Institutional Research and Analysis, based on INR 031.

Table 13

PRINCE GEORGE'S COMMUNITY COLLEGE

Reasons for Withdrawal Given by Students to Counselors,
Fall 1978-81

	Fall 1978	Fall 1979	Fall 1980	Fall 1981
Work Conflict	327	282	279	294
Academic difficulty	76	193	216	265
Ill health	136	170	157	178
Moving from area	48	50	53	51
Financial difficulties	33	45	25	27
Other priorities	326	284	301	279
TOTAL	946	1,024	1,031	1,094

SOURCE: Withdrawal Survey, Human Development Center. Table reflects only those students who completed exit interviews with counselors.

Table 14

PRINCE GEORGE'S COMMUNITY COLLEGE

Course Pass Rates and Course Attrition Rates,
Fall 1971-81

Fall	Initial Enrollment	Successful Completions	Pass Rate	Attrition Rate
1981	39,346	28,142	72%	28%
1980	37,608	26,538	71%	29%
1979	37,284	26,757	72%	28%
1978	38,431	27,701	72%	28%
1977	39,995	28,715	72%	28%
1976	36,393	26,544	73%	27%
1975	35,127	25,580	73%	27%
1974	29,699	22,060	74%	26%
1973	29,523	21,583	73%	27%
1972	25,524	18,697	73%	27%
1971	23,659	16,912	71%	29%

SOURCE: Office of Research and Analysis, based on SDB 030. The pass rate equals the number of course successes (A, B, C, D, Pass, Towards Passing, and Audit) divided by initial enrollment. The attrition rate equals total failures, withdrawals, and incompletions divided by initial enrollment.

Table 15

PRINCE GEORGE'S COMMUNITY COLLEGE

Course Pass Rates and Course Attrition Rates, Spring 1972-1982

Spring	Initial Enrollment	Successful Completions	Pass Rate	Attrition Rate
1982	37,437	26,461	71%	29%
1981	35,721	24,914	70%	30%
1980	34,957	24,881	71%	29%
1979	35,655	25,707	72%	28%
1978	37,438	26,601	71%	29%
1977	34,864	25,233	72%	28%
1976	34,265	25,173	73%	27%
1975	30,334	22,307	74%	26%
1974	27,466	20,021	73%	27%
1973	23,941	18,609	78%	22%
1972	22,355	16,875	75%	25%

SOURCE: Office of Research and Analysis, based on SDB 030. The pass rate equals the number of course successes (A, B, C, D, Pass, Towards Passing, and Audit) divided by initial enrollment. The attrition rate equals total failures, withdrawals, and incompletions divided by initial enrollment.

Table 16

PRINCE GEORGE'S COMMUNITY COLLEGE

Course Pass Rates, by Departments, Spring 1982

Divisions and Departments	Initial Enrollment	Successful Completions	Pass Rate
TECHNICAL AND CAREER	11,578	8,637	75%
Health Technology	812	756	93%
Nuclear Medicine	32	32	100%
Dental Assisting	40	40	100%
Radiologic Technology	54	54	100%
Medical Records	39	38	97%
Nursing	342	331	97%
Medical Laboratory	27	25	93%
Respiratory Therapy	89	78	88%
Health	100	86	86%
Early Childhood Education	89	72	81%
Business and Social Services Technology	7,403	5,483	74%
Public and Social Services	805	650	81%
Business/Accounting	5,684	4,239	75%
Office Administration	914	594	65%
Computer and Engineering Technology	3,363	2,398	71%
Engineering Technology	653	494	76%
Computer Technology	2,710	1,904	70%
ARTS AND SCIENCES	25,859	17,824	69%
P.E., Health and Recreation	2,135	1,758	82%
Health	304	260	86%
Recreation	69	59	86%
Physical Education	1,762	1,439	82%
Humanities	4,313	3,332	77%
Art	871	715	82%
Music	442	361	82%
English as a Foreign Language	497	399	80%
French/German/Spanish	379	287	76%
Philosophy	393	294	75%
Speech	1,576	1,185	75%
Theatre	155	91	59%

Table 16, continued

	Initial Enrollment	Successful Completions	Pass Rate
Social Sciences	**6,309**	**4,527**	**72%**
Sociology	898	662	74%
History	1,468	1,073	73%
Psychology	1,774	1,290	73%
Economics	1,283	914	71%
Anthropology	57	38	67%
Geography	129	86	67%
Political Science	626	418	67%
Social Science	47	30	64%
Public Administration	27	16	59%
English	**4,177**	**2,811**	**67%**
Literature	435	369	85%
American Studies	26	18	69%
Career English	1,034	698	68%
Composition	2,682	1,726	64%
Science and Mathematics	**6,837**	**4,176**	**61%**
Physical Science	673	527	78%
Engineering	219	161	74%
Biology	1,248	813	65%
Physics	250	160	64%
Mathematics	3,715	2,133	57%
Chemistry	732	382	52%
Developmental Studies	**2,088**	**1,220**	**58%**
General College Studies	242	176	73%
Developmental Reading	355	231	65%
Developmental English	504	310	62%
Developmental Math	987	503	51%
TOTAL	**37,437**	**26,461**	**71%**

SOURCE: Office of Research and Analysis, based on Systems and Programming report SDB 030.

10/7/82

Table 17

PRINCE GEORGE'S COMMUNITY COLLEGE

Completion Rates for Selected On-campus Introductory Courses, Fall 1980

Introductory Course	Initial Enrollment	Successful Completions	Pass Rate	Combined Pass Rate for All Other Courses in this Discipline
Physics 101	66	29	44%	69%
Music 100	73	34	47%	71%
Chemistry 101	281	141	50%	55%
Accounting 103	1,014	541	53%	72%
Career English 131	502	298	59%	71%
Engineering Technology 151	195	115	59%	73%
Political Science 101	472	295	63%	75%
English Composition 101	1,764	1,136	64%	68%
Biology 101	415	276	67%	61%
Engineering 101	73	49	67%	65%
Sociology 101	489	338	69%	82%
Philosophy 101	322	221	69%	59%
Law Enforcement 151	151	105	70%	81%
Data Processing 150	735	531	72%	71%
Speech 101	867	667	77%	76%
Nursing 151	61	47	77%	97%
Business 101	1,135	881	78%	79%
Psychology 101	664	519	78%	72%
TOTAL	9,279	6,223	67%	74%

SOURCE: Office of Institutional Research, based on SDB 030.
1/26/81

Table 18

PRINCE GEORGE'S COMMUNITY COLLEGE

Course Completion Rates, Telecredit Compared with Other Modes of Instruction, Fall 1980

Course and Mode	Initial Enrollment	Completions	Completion Rate
English 101			
Eight-week	44	32	73%
Standard lecture	2,062	1,334	65
Telecredit	19	12	63
History 141			
Eight-week	23	21	91%
Standard lecture	392	316	81
Telecredit	31	20	65
Personalized system	33	21	64
Political Science 101			
Standard lecture	482	315	65%
Telecredit	45	25	56
Psychology 101			
Eight-week	20	17	85%
Standard lecture	827	657	79
Telecredit	35	25	71
Personalized system	398	223	56
Psychology 203			
Standard lecture	83	68	82%
Telecredit	29	22	76
Social Science 198			
Telecredit	15	9	60%
TOTAL TELECREDIT	174	113	65%

SOURCE: Office of Institutional Research, based on SDB 030.

1/9/81

Table 19

PRINCE GEORGE'S COMMUNITY COLLEGE

Course Completion Rates at Extension Centers,
by Disciplines, Fall 1981

Discipline	Initial Enrollment	Successful Completions	Pass Rate	Pass Rate of on-campus Sections in this Discipline
Art	37	35	95%	81%
P.E., Health and Recreation	63	58	92%	83%
Speech	117	106	91%	77%
Physical Science	53	45	85%	74%
History	81	67	83%	73%
Criminal Justice	59	49	83%	81%
Economics	82	67	82%	74%
Sociology	38	31	82%	76%
Philosophy	42	34	81%	68%
Psychology	191	155	81%	75%
Career English	146	116	79%	68%
Computer Technology	406	308	76%	70%
Business	1,205	889	74%	74%
Mathematics	520	380	73%	58%
Developmental Studies	84	60	71%	63%
Political Science	51	35	69%	66%
Biology	82	56	68%	66%
English Composition	379	253	67%	67%
Secretarial Science	72	47	65%	67%
Chemistry	26	17	65%	56%
Total off-campus	3,734	2,808	75%	
Total on-campus	35,612	25,334	71%	

SOURCE: Office of Institutional Research and Analysis, based on SDB 030. Completions include grades A, B, C, D, P, TP, and Audit.

Table 20

PRINCE GEORGE'S COMMUNITY COLLEGE

Course Pass Rates, by Sex, Age, Race
and New/Continuing Status, Fall 1981

	ARTS AND SCIENCES			TECHNICAL AND CAREER		
	Initial Enrollment	Number Passing	Pass Rate	Initial Enrollment	Number Passing	Pass Rate
FEMALE	14,901	10,965	74%	6,803	5,178	76%
MALE	12,521	8,350	67%	5,121	3,649	71%
OVER AGE 25	7,360	5,447	74%	5,132	3,944	77%
21 - 25	8,730	5,884	67%	3,965	2,809	71%
UNDER 21	11,332	7,984	70%	2,827	2,074	73%
BLACK	9,522	6,021	63%	4,459	3,026	68%
ASIAN/HISPANIC/NAT. AMER.	1,733	1,230	71%	627	460	73%
WHITE	16,167	12,064	75%	6,838	5,341	78%
NEW STUDENTS	11,037	7,603	69%	3,610	2,545	70%
CONTINUING STUDENTS	16,385	11,712	71%	8,314	6,282	76%
TOTAL	27,422	19,315	70%	11,924	8,827	74%

SOURCE: Office of Research and Analysis, based on Systems and Programming report SDB 032.

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PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Research and Analysis

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